

<p align="center">Co-chomhairle air Ath-leasachadh Foghlaim Freagairt le Bòrd na Gàidhlig 26 Samhain 2021</p>	<p align="center">Education Reform Consultation Response by Bòrd na Gàidhlig 26 November 2021</p>
<p>Àireamh-aithne Freagairt ANON-TT4U-RQ8C-F Air a chur a-steach don cho-chomhairle air ath-leasachadh Foghlaim às leth an Ollaimh Ken Muir, Oilthigh Taobh Siar na h-Alba agus Comhairliche Neo-eisimeileach do Riaghaltas na h-Alba Air a chur a-steach air 2021-11-26 16:57:17</p> <p>Earrann 1 - Lèirsinn</p> <p>1.1 Tha lèirsinn a’ Churraicealaim airson Sàr-mhathais a’ nochdadh na tha cudromach airson foghlam cloinne is dhaoine òga ann an Alba Ag aontachadh gu Làidir</p> <p>1.2 Dè tha thu a’ smaoinichadh a bu chòir a chumail/agus no atharrachadh?</p> <p>Uile gu lèir, tha an fheallsanachd a tha na bhunait don Churraicealam airson Sàr-mhathais (CfE) na dhòigh-obrach ris a bheil Bòrd na Gàidhlig taiceil. Tha na ceithir comasan aig a mheadhan nan geàrr-chunntas iomchaidh air na tha sinn a’ feuchainn ri choileanadh ann am Foghlam na h-Alba. Tha sinn toilichte leis na ceithir co-theacsan airson ionnsachadh agus am beachd air còirichean curraicealaim. Nar freagairtean do earrainnean eile, innsidh sinn far a bheil CfE air soirbheachadh an dà chuid ann am Foghlam tro mheadhan na Gàidhlig (FMG) agus ann am Foghlam tro mheadhan na Beurla (FMB).</p> <p>Bho thùs mholadh sinn gu làidir gu bheil lèirsinn nas soilleir airson Foghlam na h-Alba a-mach air siostam a’ libhrigeadh foghlam ann an dà chànan – tro mheadhan na Gàidhlig no tro mheadhan na Beurla. Tha seo bunaiteach do libhrigeadh Foghlaim na h-Alba agus bu chòir a chomharrachadh mar phrìomh bhun-bheachd. Bu chòir a h-uile poileasaidh agus structar a bhith a’ nochdadh na firinn seo agus a’ brosnachadh spèis cho-ionnan airson FMG agus FMB, agus aig an aon àm ag aithneachadh co-theacs sònraichte FMG agus bogadh.</p>	<p>Response ID ANON-TT4U-RQ8C-F Submitted to Education reform consultation on behalf of Professor Ken Muir, University of the West of Scotland and Independent Advisor to the Scottish Government Submitted on 2021-11-26 16:57:17</p> <p>Section 1 - Vision</p> <p>1.1 The vision for Curriculum for Excellence reflects what matters for the education of children and young people in Scotland Strongly Agree</p> <p>1.2 What do you think should be retained/and or changed?</p> <p>Overall, the philosophy that underpins Curriculum for Excellence (CfE) as a methodology is something Bòrd na Gàidhlig supports. The four capacities at its centre, summarise appropriately what we are seeking to achieve in Scottish Education. We note positively the four contexts for learning and the idea of curriculum entitlements. In our responses to further sections, we will outline where CfE has delivered success in both Gaelic-medium Education (GME) and English-medium Education (EME).</p> <p>From the outset we would strongly recommend that a more accurate vision for Scottish Education is clearly articulated in relation to the Scottish Education system delivering education in two languages – either through the medium of Gaelic or through the medium of English. This is fundamental to Scottish Educational delivery and should be identified as a key concept. All policies and structures should reflect this reality and promote equal respect for both GME and EME, whilst recognizing the particular context of GME and immersion.</p>

Tha sinn a' moladh gu làidir gum bi a h-uile buidheann ùr a' co-chomhairleachadh gu dlùth le Bòrd na Gàidhlig air an dòigh as fheàrr air na leasachaidhean a bhuileachadh a thig bho làn thuigse gu bheil Foghlam na h-Alba air a libhrigeadh tro gach cuid Gàidhlig agus Beurla.

Earrann 2 – Curraicealam agus Measadh

2.1 Tha an Curraicealam airson Sàr-mhathais a' libhrigeadh adhartas co-leantaileach ann an turas luchd-ionnsachaidh (3-18 agus nas fhaide air adhart) a bheir dhaibh an t-eòlas foghlaim as fheàrr a ghabhas agus a bheir comas dhaibh na rùintean aca a choileanadh.

Chan eileas ag aontachadh no a' dol na aghaidh

2.2 Innsibh na shaoileas sibh a tha an-dràsta a' cur ri adhartas co-leantaileach.

Ann a bhith a' freagairt 2.1 tha sinn a' meòrachadh gu sònraichte air eòlas FMG.

Tha sinn a' toirt taic san fharsaingeachd do na prionnsapalan bunaiteach air cùl CfE agus a' toirt fa-near an co-thimeadh le cuid de na bun-bheachdan bunaiteach ann am foghlam bogaidh. Ach feumaidh an curraicealam barrachd mìneachaidh a thaobh FMG agus FMB, far a bheil libhrigeadh a' churraicealaim cuideachd a' toirt a-steach feartan a bharrachd ann an suidheachadh FMG. Bhiodh iad sin a' toirt a-steach cùisean leithid fileantas sa Ghàidhlig, sgilean dà-chànanaidh agus a' bhuannachd chultarach a tha an roinn FMG a' toirt seachad msaa.

Uile gu lèir, feumar fada a-bharrachd adhartais ann an ionnsachadh san roinn FMG, stèidhichte air a' phrionnsapal, mar a tha FMB, gu bheil FMG air fhaicinn mar eòlas ionnsachaidh leantaileach 3-18. Ged a tha eadar-ghluasad aig prìomh ìrean leithid Tràth-bhliadhnaichean gu Bun-sgoil 1, Bun-sgoil 7 gu Àrd-sgoil 1 agus Foghlam Farsaing Coitcheann gu Ceann Shuas na h-Àrd-sgoile air a thighinn am feabhas taobh a-staigh FMG, tha dìth Tairgse Curraicealam Àrd-sgoile FMG co-leantaileach, adhartach agus tarraingeach ann am mòran de sholarachadh àrd-sgoile FMG na h-Alba a' cur bacadh air clann agus daoine òga agus an teaghlaichean bho bhith a' taghadh slighe ionnsachaidh soilleir FMG ann an roinn na h-àrd-sgoile.

Gu dearbh, tha dìth turas ionnsachaidh soilleir 3-18 na chnap-starra do phàrantan fiù a bhith a' beachdachadh air FMG bho thràth-bhliadhnaichean air adhart.

We strongly recommend that all new agencies consult closely with Bòrd na Gàidhlig on how best to implement developments which will stem from a full understanding that Scottish Education is delivered through both Gaelic and English.

Section 2 - Curriculum and Assessment

2.1 Curriculum for Excellence provides a coherent progression in the journey of learners (3-18 and beyond) that gives them the best possible educational experience and enables them to realise their ambitions.

Neither Agree/Disagree

2.2 Please share what you believe currently contributes to a coherent progression.

In answering 2.1 we are reflecting on the GME experience specifically.

We support overall the fundamental principles behind CfE and note the synchronization with some of the fundamental concepts of immersion education. The curriculum requires however to be further explained in terms of GME and EME, where curriculum delivery will also include additional factors in the GME setting. These would include issues such as fluency in Gaelic, bilingual skills in using two languages and the cultural additionality provided by the GME sector etc.

Overall, there requires to be much greater progression in learning in the GME sector, founded on the principle that, as with EME, GME is envisioned as a 3-18 sequenced learning experience. Whilst transitions at key stages such as Early Years to Primary 1, Primary 7 to Secondary 1 and Broad General into Senior Phase have improved within GME, the lack of a coherent, progressive and attractive GME Secondary Curriculum Offer in much of Scotland's GME secondary provision inhibits children and young people and their families from choosing a recognized GME learning pathway in the secondary sector.

Indeed, the lack of a clear 3-18 learning journey is a barrier to parents in even considering GME from early years provision onwards.



2.3 Innsibh beachdan sam bith a th' agaibh airson adhartas luchd-ionnsachaidh a leasachadh thar ìrean agus roinnean.

Feumaidh seo tòiseachadh taobh a-staigh FMG le Tairgse Curraicealaim soilleir airson gach pàirt de thuras an neach-ionnsachaidh. Bu chòir structaran agus roghainnean a bhith air an cruthachadh taobh a-staigh FMG san àrd-sgoil leis an amas a bhith a' brosnachadh gabhail ri tairgse Curraicealaim FMG ann an co-chòrdadh ri lèirsinn FMG mar eòlas 3-18.

3.1 Ann an cleachdadh, tha coimhearsnachdan ionnsachaidh air an comasachadh gus a bhith a' cleachdadh na neo-eisimeileachd a tha an Curraicealam airson Sàr-mhathais a' libhrigeadh gus curraicealam a dhealbhadh a choinnicheas ri feumalachdan an luchd-ionnsachaidh.

Chan eilear ag aontachadh

3.2 Innsibh beachdan sam bith a th' agaibh air mar a ghabhadh seo a leasachadh san àm ri teachd.

Tha sinn air freagairt a thoirt do 3.1 bho shealladh FMG.

Tha sinn a' toirt làn thaic don bheachd air Coimhearsnachdan Ionnsachaidh Luchd-teagaisg agus àite leasaichte do thidsearan agus sgoiltean mar cho-luchd-cruthachaidh a' churraicealaim. Bu chòir seo a mhìneachadh gu nàiseanta le feallsanachd shoilleir airson FMG aig gach ìre den ionnsachadh, gus am bi dealbhadh curraicealaim a' tachairt taobh a-staigh cho-theacsan co-leantaileach.

Bu chòir structaran a leasachadh taobh a-staigh solar àrd-sgoile FMG gu sònraichte (ach cuideachd ann an roinnean eile) gus dèanamh cinnteach gu bheil co-leantaileachd, ùr-ghnàthachadh, leasachadh curraicealaim agus measadh air an cruthachadh tro lionradh proifeasanta a dh'fheumas, san roinn FMG, gum bi sgoiltean agus ùghdarrasan ionadail a' tighinn còmhla airson leasachadh ùr a dhealbhadh airson FMG.

Mholadh sinn gu làidir, ann an com-pàirteachas le Bòrd na Gàidhlig, gun deigheadh frèam-obrach curraicealaim co-leantaileach airson FMG aontachadh gu nàiseanta agus gum biodh seo a' toirt co-theacsa do luchd-dreuchd aig ìre ùghdarras Ionadail agus sgoile.

4.1 Cuidichidh cruthachadh Buidheann Curraicealaim agus Measaidh gus dèiligeadh ri neo-thaobhadh a' churraicealaim agus a' mheasaidh

2.3 Please share ideas you may have to improve learner progression across stages and sectors.

This must start within GME with a clear Curriculum Offer for each part of the learner's journey. Structures and options should be constructed within secondary GME with the goal of encouraging take up of the GME Curriculum offer in harmony with the vision of GME as a 3-18 experience.

3.1 In practice, learning communities are empowered and use the autonomy provided by Curriculum for Excellence to design a curriculum that meets the needs of their learners.

Disagree

3.2 Please share ideas you may have on what is needed to enhance this in future.

We have responded to 3.1 from the perspective of GME.

We fully support the idea of Teacher Learning Communities and an enhanced role for teachers and schools as co-creators of the curriculum. This should be defined nationally by a clear rationale for GME at each phase of learning, so that curriculum design takes place within a coherent set of contexts.

Structures should be developed within GME secondary provision in particular (but also in other sectors) to ensure that coherency, innovation, curriculum development and assessment are constructed through professional networking which in the GME sector will necessitate schools and local authorities coming together to devise new development for GME.

We would recommend strongly that in partnership with Bòrd na Gàidhlig a coherent curriculum framework for GME is agreed nationally and that this provides a context for practitioners at Local Authority and school level.

4.1 The creation of a Curriculum and Assessment Agency will help to address the misalignment of curriculum and assessment



<p>Ag aontachadh gu Làidir</p> <p>4.2 Innsibh beachdan sam bith a th’ agaibh air na buannachdan a dh’fhaodadh leithid de Bhuidheann a libhrigeadh.</p> <p>Faodar an Curraicealam agus Measadh a cheangal gu h-èifeachdach ri chèile, taobh a-staigh aon phortfolio. Bhiodh a bhith a’ ceangal na tha clann is daoine òga ag ionnsachadh agus dè cho math ‘s a tha iad air ionnsachadh na mheasgachadh ciallach de dhleastanasan airson buidheann foghlaim. Feumaidh fìor shoilleireachd a bhith ann a thaobh raon-ùghdarras agus dleastanasan co-cheangailte ri frèam-obrach buidhne ùire sam bith. Bu chòir don h-uile buidheann aithneachadh gu soilleir mar a nì iad ùrachadh air an libhrigeadh aca m.e. tro phlanadh bliadhnail no dà-bhliadhnail agus foillseachadh aithisgean air adhartas.</p> <p>Tha e deatamach gum bi tuigse bhunasach do structar curraicealaim agus measaidh ùr sam bith aig buidheann no buidhnean ùra air a’ phrionnsapal gu bheil Foghlam na h-Alba air a libhrigeadh tro Ghàidhlig no Beurla. Bu chòir am prionnsapal bunaiteach seo a bhith freumhaichte anns na buidhnean a tha air an stèidheachadh mar thoradh air an ath-bhreithneachadh seo. Bu chòir do na buidhnean ùra fianais a thoirt seachad gach bliadhna air buaidh a’ phrionnsapail seo air FMG, a’ dèanamh cinnteach nuair a thèid iomairtean ùra a thoirt a-steach gum bi buaidh aca air gach cuid solar FMG agus FMB.</p> <p>4.3 Innsibh beachdan sam bith a th’ agaibh air droch bhuaidhean sam bith dh’fhaodadh a bhith ann bho leithid de Bhuidheann.</p> <p>Dh’fheumte feumalachdan sònraichte a shoilleireachadh mu bhith a’ leasachadh a’ churraicealaim agus a’ leasachadh measadh èifeachdach air ionnsachadh. Bu chòir prògraman stòrasan agus CLPL a’ buntainn ri leasachadh curraicealaim agus measadh èifeachdach a bhith ceangailte ach bu chòir amasan sònraichte a bhith aca agus bu chòir an libhrigeadh a rèir raointean-ama air an deagh chonaltradh. Chuidicheadh an dà mholadh seo le bhith a’ dèiligeadh ris a’ chunnart nach biodh amas soilleir aig a’ bhuidhinn no gun deigheadh e fodha anns an oidhirp gus grunn amasan a tha duilich làimhseachadh a libhrigeadh.</p> <p>5.1 Tha làn fharsaingeachd nan teisteanasan SQA làithreach nam pàirt chudromach den churraicealam a tha àrd-sgoiltean a’ tabhann.</p>	<p>Strongly Agree</p> <p>4.2 Please share your views of the potential advantages of establishing such an Agency.</p> <p>Curriculum and Assessment can be linked effectively together, within one portfolio. Linking what children and young people learn about and how well they have learned would be a sensible combination of responsibilities for an educational agency. It will be essential that there is absolute clarity around remits and responsibilities relating to any new agency framework. All agencies should clearly identify how they will refresh their delivery e.g. through annual or bi-annual planning and the publishing of reports on progress.</p> <p>It is essential that any new curriculum and assessment structure – either a new agency or agencies have a fundamental understanding of the principle that Scottish Education is delivered through Gaelic or English. This fundamental principle should be embedded in the agencies, which are set up as a consequence of this review. The new agencies should evidence annually the impact of this principle on GME, ensuring that as new initiatives are rolled out they impact on both GME and EME provision.</p> <p>4.3 Please share your views of the potential disadvantages of establishing such an Agency.</p> <p>There would be a need to clarify distinct requirements around developing the curriculum and developing effective assessment of learning. Resourcing and CLPL programmes relating to curriculum development and effective assessment should be linked but have distinctive aims and be delivered according to well communicated timescales. Both of these proposals would help to resolve the potential for the agency lacking a clear focus or being overwhelmed by seeking to deliver an unwieldy set of objectives.</p> <p>5.1 The full breadth of existing SQA qualifications play an important part of the curriculum offered by secondary schools.</p>
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<p>Chan eilear ag aontachadh</p> <p>5.2 Comharraichibh na prìomh nithean, ma tha gin ann, a bheir taic do raon nas fharsainghe de theisteanasan SQA a bhith air an toirt a-steach don churraicealam ann an àrd-sgoiltean.</p> <p>Tha sinn air freagairt a thoirt do 5.1 bho shealladh FMG.</p> <p>Chaidh adhartas a dhèanamh le bhith a’ toirt seachad sreath de theisteanasan airson cùrsaichean FMG ann an roinn na h-àrd-sgoile. Feumaidh seo leudachadh agus leasachadh a bharrachd agus bu chòir dha a bhith na eileamaid riatanach ann am planadh tùsail buidheann teisteanais is measaidh sam bith.</p> <p>Bu chòir tuilleadh beachdachaidh a dhèanamh air teisteanasan a bhuileachadh tro mheadhan na Gàidhlig gus an tèid dà-chànanas an neach òig aithneachadh. Bu chòir ath-bhreithneachadh iomlan air mar as urrainnear seo a lìbhrigeadh gu h-ìomchaidh air stèidh nàiseanta a bhith na thargaid thràth airson buidheann teisteanais is measaidh ùr. Bidh raon de chùisean nan cuspairean airson ath-bhreithneachadh – nam measg, mar eisimpleir, an ùine a thèid a thoirt do thagraichean airson ceistean a leughadh a tha gu tric nas fhaide sa Ghàidhlig, mar a nithear measadh agus aithneachadh air freagairtean thagraichean sa Ghàidhlig, agus dearbhadh theisteanasan Gàidhlig ann am Foghlam Adhartach agus Àrd-ìre.</p> <p>Feumaidh beachdachadh air teisteanas meadhan na h-àrd-sgoile no làn aithneachadh coileanaidh, nuair a dh’fhàgar foghlam àrd-sgoile, beachdachadh gu faiceallach ann an co-theacsa FMG.</p> <p>Bu chòir mòran a bharrachd de cheangal eadar an tairgse Curraicealaim FMG a tha a’ sìor fhàs agus teisteanasan a bhith air a shealltainn leis an Stiùireadh, Trèanadh agus Eisimpleirean de Chleachdadh as Fheàrr Nàiseanta air an toirt seachad le Buidheann Curraicealaim agus Measaidh ùr.</p> <p>Bu chòir Gàidhlig mar Nuadh-chànan a leudachadh air feadh na h-Alba mar phàirt den phrògram 1 + 2 Nuadh-chànanan. Bu chòir buidheann Curraicealaim ùr ath-bhreithneachadh nàiseanta a dhèanamh mar àrd phrìomhachas air a’ Ghàidhlig mar Nuadh-chànan agus, air feadh na dùthcha, bu chòir gabhail ri molaidhean a thig bhon ath-bhreithneachadh seo a thaobh cothrom mòran nas fharsainghe air a’ Ghàidhlig taobh a-staigh solar tro mheadhan na Beurla.</p>	<p>Disagree</p> <p>5.2 Please identify the main factors, if any, that support a broader range of SQA qualifications being included in the curriculum in secondary schools.</p> <p>We have responded to 5.1 from the perspective of GME.</p> <p>There has been progress in providing a suite of certification for GME courses in the secondary sector. This requires further extension and development and should form an essential element in the initial planning of any qualification and assessment agency.</p> <p>Further consideration should be given to the awarding of qualifications through the medium of Gaelic so that the bilingual additionality of the young person is recognised. A comprehensive review of how this can be appropriately delivered on a national basis should be an early target for a new qualification and assessment agency. A range of issues – including, for example, the time allotted to candidates for reading questions which are often longer in Gaelic, how to assess and recognise Gaelic language responses from candidates, and the validation of Gaelic language qualifications in Further Education and Higher Education, will all form areas for review.</p> <p>The idea of mid-secondary qualification or the full recognition of achievement, on leaving secondary education, will require careful consideration within the GME context.</p> <p>Much greater linkage between the expanding GME Curriculum Offer and certification should be demonstrated rigorously with National Guidance, Training and Examples of Best Practice provided by a new Curriculum and Assessment Agency.</p> <p>Gaelic as a Modern Language should be expanded across Scotland as part of the 1+2 Modern Languages programme. A national review of Gaelic as a Modern Language should be delivered as a key priority by a new Curriculum agency and proposals for much wider access to Gaelic within English-medium provision, stemming from this review, adopted across the country.</p>
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5.3 Innsibh beachdan sam bith a th' agaibh air na tha a dhìth gus cur ris an àite a th' aig measgachadh nas fharsainghe de theisteanasan sa churraicealam ann an àrd-sgoiltean.

Tha eadar-dhealachadh mòr san tairgse Curraicealam Àrd-sgoile FMG eadar diofar phàirtean den dùthaich. Mholadh am Bòrd gum biodh tairgse Curraicealam Àrd-sgoile FMG air a mhìneachadh gu soilleir anns a h-uile ionad àrd-sgoile FMG, agus gum biodh dealbhadh bliadhnail ann gus dèanamh cinnteach gun tèid a leudachadh agus a leasachadh. Bu chòir a' bhuidheann ùr air a bheil uallach airson leasachadh a' churraicealaim modalan den chleachdadh as fheàrr a roinn.

Mar a tha Tairgse Curraicealam Àrd-sgoile FMG a' leudachadh air feadh na h-Alba bu chòir measgachadh nas fharsainghe de theisteanasan a dhealbhadh agus a libhrigeadh gach bliadhna gus am bi solar curraicealaim agus an sreath de theisteanasan a tha ceangailte ris, a' leasachadh le chèile.

6.1 Tha teicneòlasan air an cleachdadh gu h-iomlan agus gu h-iomchaidh mar thaic don churraicealam agus do mheasaidhean.

Chan eilear ag aontachadh

6.2 Innsibh beachdan sam bith a th' agaibh air cleachdadh theicneòlasan gus taic a thoirt don churraicealam agus do mheasaidhean, agus na dh'fhaodadh a bhith air a dhèanamh gus sin a leasachadh.

Tha sinn air freagairt a thoirt do 6.1 bho shealladh FMG.

Bidh teicneòlas deatamach ann a bhith a' toirt comas do FMG airson leudachadh agus leasachadh. Bidh coimhearsnachdan Ionnsachaidh Luchd-teagaisg, cothroman airson measadh agus modarataireachd agus libhrigeadh cùrsa am measg nan dòighean anns am bi teicneòlas deatamach ann a bhith a' freagairt feumalachdan na roinne FMG. Bu chòir stòrasan agus libhrigeadh curraicealaim bho bhuidhnean foghlaim nàiseanta agus com-pàirtichean leithid Stòrlann Nàiseanta agus e-Sgoil a mheasadh gach bliadhna gus dèanamh cinnteach gu bheil leasachadh mean air mhean airson FMG air a libhrigeadh mar phàirt de phasgan co-leanailteach. Bu chòir na buidhnean nàiseanta ùra le uallach airson Stòrasan, Ionnsachadh Proifeiseanta Fad-beatha (CLPL) agus Teisteanasan sealltainn gu soilleir mar a choileanas iad na dleastanasan aca taobh a-staigh roinn FMG a bharrachd air taobh a-staigh FMB.

5.3 Please share any ideas you may have on what is needed to enhance the role of a broader variety of qualifications in the curriculum in secondary schools.

The GME Secondary Curriculum offer varies greatly across the country. The Bòrd would advocate that the GME Secondary Curriculum offer is defined clearly in every GME secondary establishment, and that annual planning takes place to ensure it is expanded and developed. Best practice models should be shared by the new agency charged with curriculum development.

As the GME Secondary Curriculum Offer expands across Scotland a broader variety of qualifications should be annually planned and delivered so that curriculum provision and the suite of qualifications aligned to it, develop in tandem.

6.1 Technologies are fully and appropriately utilised as a support for curriculum and assessments.

Disagree

6.2 Please share any comments you may have on the use of technologies to support curriculum and assessments, and what could be done to deliver improvements.

We have responded to 6.1 from the perspective of GME.

Technology will be essential in providing GME with the tools to expand and develop. Teacher Learning communities, opportunities for assessment and moderation and course delivery will be just some of the ways in which technology will be crucial in responding to the needs of the GME sector. Resourcing and curriculum delivery from national education agencies and partners such as Stòrlann Nàiseanta and e-Sgoil should be annually evaluated to ensure incremental improvement for GME is delivered as part of a cohesive package. The new national agencies responsible for Resourcing, Career-long Professional Learning (CLPL) and Qualifications should demonstrate clearly how they deliver their briefs within the GME sector as well as within EME.



Bidh pàirt chudromach aig teicneòlas ann a bhith a' libhrigeadh CLPL, stòrasan agus beairteachadh curraicealaim san roinn FMG.

7. Innsibh beachd sam bith eile a th' agaibh air curraicealam agus measadh.

Tha fileantas ann an Gàidhlig agus Beurla aig cridhe curraicealam FMG.

Mar thoradh air sin, bu chòir a stèidheachadh mar phoileasaidh nàiseanta gum faigh a h-uile duine òg teisteanas iomchaidh ann an Gàidhlig cho math ri Beurla agus Matamataig. Bu chòir seo a thighinn gu bhith na phàirt den chòir a tha co-cheangailte ri eòlas FMG agus a libhrigeadh mar phàirt riatanach de rùn Riaghaltas na h-Alba a tha stèidhichte air còraichean.

Bu chòir Riaghaltas na h-Alba staitistearachd nàiseanta mu libhrigeadh agus measadh curraicealaim FMG a thoirt seachad gach bliadhna agus bu chòir a chleachdadh le buidhnean, ùghdarrasan ionadail agus sgoiltean gus libhrigeadh curraicealam FMG leudaichte a thoirt air adhart.

Bu chòir dealbhadh agus inbhean leasachaidh bliadhnail agus aithris càileachd a bhith aig a h-uile solar FMG Bun-sgoile agus Àrd-sgoile gus am bi targaidean soilleir ann agus fianais air adhartas air a chomharrachadh gach seisean.

Ceangailte ri beachdan roimhe a thaobh frèam-obrach Curraicealaim FMG, mholadh sinn gu làidir gum biodh buidhnean nàiseanta le raointean-ùghdarras curraicealaim agus measaidh, ann an com-pàirteachas le Bòrd na Gàidhlig, a' toirt seachad stiùireadh soilleir air leasachadh sgilean cànan na Gàidhlig airson gach ìre ann am Foghlam na h-Alba. Mholadh sinn cuideachd, a' togail air an obair a tha a' dol air adhart leis a' phròiseact An Seotal, gum biodh an aon bhriathrachas Ghàidhlig aig a h-uile buidheann.

Bidh libhrigeadh Curraicealaim a tachairt gu h-èifeachdach far am faigh tidsearan na stòrasan agus na cothroman airson sàr sheirbheis a libhrigeadh. Mholadh sinn gu làidir gun deigheadh tuilleadh beachdachaidh a dhèanamh air raon de nithean a tha a' toirt buaidh air FMG leithid:

- Meud clas agus bogadh
- Uallaichean a bharrachd a thaobh measadh agus comas cànan sa Ghàidhlig

Technology will play an important role in delivering CLPL, resourcing and curriculum enrichment for the GME sector.

7. Please share any additional comments you have on curriculum and assessment.

The nature of the GME curriculum places fluency in Gaelic and English at its heart.

Consequently, it should be established as national policy that all young people achieve an appropriate qualification in Gaelic along with English and Mathematics. This should become part of the entitlement associated with the GME experience and delivered as an integral part of the rights-based agenda of the Scottish Government.

National statistics on GME curriculum delivery and assessment and qualification should be provided by the Scottish Government on an annual basis and used by agencies, local authorities and schools to drive forward the delivery of an expanded GME curriculum.

All Primary and Secondary GME provision should have in place annual improvement planning and standards and quality reporting so that clear targets are devised, and evidence of progress celebrated each session.

Linked to previous comments regarding a GME Curriculum framework we would strongly recommend that in partnership with Bòrd na Gàidhlig, national agencies with curriculum and assessment remits provide clear guidance on Gaelic language skill development for each stage in Scottish Education. We would also propose that, building on the work taking place with the An Seotal project, terminology in Gaelic is agreed across all agencies.

Effective delivery of the Curriculum takes place where teachers are provided with the resources and opportunities to deliver a high-quality service. We would recommend strongly that further consideration is given to a range of aspects impacting on GME such as:

- Class size and immersion



- Cruthachadh stòrasan a' buntainn ri FMG agus libhrigeadh eadar-dhealachadh de dh'àrd-chàileachd
- Dleastanasan a bharrachd co-cheangailte ri modarataireachd

Earrann 3. Dreuchdan agus Dleastanasan

8.1 Tha soilleireachd ann air far a bheil dleastanasan a' laighe airson stiùireadh ro-innleachdail, ath-bhreithneachadh agus ùrachaidhean air a' Churraicealam airson Sàr-mhathais.

Chan eilear ag aontachadh

8.2 Innsibh far a bheil sibh a' saoilinn a bu chòir dleastanasan a laighe airson stiùireadh ro-innleachdail, ath-bhreithneachadh agus ùrachaidhean air a' Churraicealam airson Sàr-mhathais.

Tha sinn air freagairt a thoirt do 8.1 bho shealladh FMG.

Bhiodh e feumail nam biodh aithris nàiseanta aontaichte ann mu amasan Foghlam na h-Alba, a tha a' mìneachadh nan amasan cumanta an dà chuid ann an FMG agus FMB. Bu chòir seo aontachadh agus a bhrosnachadh le Riaghaltas na h-Alba agus a bhith na aithris dhàna is lèirsinneach air na tha Alba airson coileanadh ann am Foghlam na h-Alba. Ann am pàirt, tha seo air a mhìneachadh anns na ceithir comasan, co-theacsan airson ionnsachadh agus còirichean curraicealaim ach chuidicheadh aithris nas coileanta a tha a' cur an cèill ar lèirsinn cho-roinnte le bhith a' toirt seachad frèam-obrach coitcheann airson structar na buidhne. Tha e riatanach gum bi Aithris Nàiseanta air a dhaingneachadh gu farsaing ach cuideachd a' toirt a-steach an dà chuid FMG agus FMB. Às dèidh sin bu chòir dleastanasan airson diofar bhuidhnean a bhith air am mìneachadh gu soilleir agus, rud a tha deatamach, bu chòir fiosrachadh a thoirt seachad air mar a tha gach seata dhleastanasan a' cur ris an Aithris Nàiseanta. Bu chòir mìneachadh mar a tha dleastanasan air an co-thìmeadh – a' dèanamh cinnteach gu bheil dreuchdan agus dleastanasan soilleir aig na buidhnean agus tuigse cholaisteach mu mar a bhios gach buidheann a' cur ris an t-seata amasan aontaichte.

9.1 Tha soilleireachd ann mu na dreuchdan a th' aig buidhnean nàiseanta agus solaraidhean eile ann a bhith a' freagairt fheumalachdan airson taic le cùisean curraicealaim agus measaidh.

- Additional responsibilities around assessment and Gaelic-language competence
- Resource creation relating to GME and the delivery of high-quality differentiation
- Additional responsibilities relating to moderation

Section 3 - Roles and Responsibilities

8.1 There is clarity on where the responsibilities for the strategic direction, review and updates for Curriculum for Excellence lie.

Disagree

8.2 Please indicate where you think the responsibilities for the strategic direction, review and updates for Curriculum for Excellence should lie.

We have responded to 8.1 from the perspective of GME.

It would be useful for there to be an agreed national statement of the aims of Scottish Education, which outlines the common goals in both GME and EME. This should be approved and promoted by the Scottish Government and serve as a bold and visionary statement on what Scotland aims to achieve in Scottish Education. In part this has been outlined in the four capacities, contexts for learning and curriculum entitlements however a more comprehensive statement which coherently expresses our shared vision would help to provide a common framework for the agency structure. It is essential that a National Statement is both endorsed widely but also inclusive of both GME and EME. Thereafter responsibilities for different agencies should be outlined clearly and crucially information provided on how each set of responsibilities contributes to the National Statement. An explanation of how responsibilities are synchronized should be provided – ensuring the agencies have clear roles and responsibilities and a collegiate understanding of how each agency contributes to the agreed set of aims.

9.1 There is clarity on the roles played by national agencies and other providers for responding to



<p>Chan eilear ag aontachadh</p> <p>9.2 Innsibh dè na pàirtean den taic a tha buidhnean nàiseanta agus solaraichean eile a' toirt seachad a tha ag obair gu math.</p> <p>Tha sinn air freagairt a thoirt do 9.1 bho shealladh FMG.</p> <p>Tha adhartas air a bhith ann a thaobh na buidhnean làithreach uile a' toirt taic don roinn FMG. Ach, tha seo fada bho bhith math gu leòr an-dràsta. Feumar fìor àbhaisteachadh a dhèanamh de FMG taobh a-staigh structaran gach buidheann foghlaim nàiseanta. Feumaidh seo a bhith freumhaichte ann an raointean-ùghdarras agus dleastanasan, lìbhrigeadh dealbhaichte bliadhnaile agus cruinneachadh bliadhnaile de dh'fhianais air soirbheachas na buidhne ann a bhith a' leasachadh Foghlaim na h-Alba.</p> <p>9.3 Innsibh far a bheil feum air barrachd soilleireachd mu na dleastanasan a th' aig buidhnean nàiseanta agus solaraichean eile ann a bhith a' freagairt fheumalachdan/iarrtasan airson taic le cùisean curraicealaim agus measaidh.</p> <p>Bu chòir gum biodh aithris mòran nas soilleire agus nas co-cheangailte ann air dleastanasan gach aon de na buidhnean ann am Frèam-obrach Foghlaim na h-Alba. Bu chòir aithris lèirsinn a bhith aig gach buidheann, a tha a' toirt a-steach FMG agus FMB agus seata dhleastanasan soilleir. Bu chòir sealltainn gu soilleir mar a tha dleastanasan sònraichte gach aon de na buidhnean air an co-thimeadh agus, rud a tha deatamach, mar a bhios iad ag obair còmhla mar inneal leasachaidh airson an t-siostaim gu lèir. Bu chòir dealbhadh agus aithris bhliadhnaile air soirbheachadh ann am FMG agus FMB a bhith air fhilleadh a-steach do lìbhrigeadh gach buidhne.</p> <p>10.1 Tha soilleireachd ann air far am faighear sàr thaic airson ceannardas agus ionnsachadh proifeasanta gus taic a thoirt do luchd-dreuchd.</p> <p>Chan eilear ag aontachadh</p> <p>10.2 Innsibh beachdan sam bith a th' agaibh air taic airson ceannardas agus ionnsachadh proifeasanta.</p> <p>Tha sinn air freagairt a thoirt do 10.1 bho shealladh FMG.</p>	<p>needs for support with curriculum and assessment issues.</p> <p>Disagree</p> <p>9.2 Please share which aspects of the support currently provided by national agencies and other providers is working well.</p> <p>We have responded to 9.1 from the perspective of GME.</p> <p>There has been progress in providing support for the GME sector from all current agencies. However, this is far from adequate at present. There requires to be a fundamental normalisation of GME within the structures of all national education agencies. This requires to be embedded in remits and responsibilities, annual planned delivery and annual collation of evidence of the agency's success in improving Scottish Education.</p> <p>9.3 Please indicate where you think greater clarity is needed in relation to the roles played by national agencies and other providers for responding to needs / requests for support with curriculum and assessment issues.</p> <p>There should be a much more clearly defined and cohesive statement of the responsibilities of each of the agencies in the Scottish Educational Framework. Each agency should have a vision statement, which is inclusive of GME and EME and clear set of responsibilities. It should be clearly demonstrated how the specific responsibilities of each of the agencies are synchronized and crucially how they together act as an improvement engine for the entire system. Annual planning and reporting on successes relating to GME and EME should be integrated into the delivery of each agency.</p> <p>10.1 There is clarity on where high-quality support for leadership and professional learning can be accessed to support practitioners.</p> <p>Disagree</p> <p>10.2 Please share any comments you may have on support for leadership and professional learning.</p>
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Tha cùisean sònraichte ann a thaobh ionnsachadh proifeasanta agus ceannardas ann am FMG. Faodar geàrr-chunntas a dhèanamh orra mar a leanas:

1. Bu chòir gum biodh ceangal soilleir aig taic do cheannardas agus ionnsachadh proifeasanta ri co-theacsan FMG agus FMB. Bu chòir trèanadh Ceannardais sònraichte a thaobh leudachadh agus leasachadh èifeachdas Roinn FMG a lìbhrigeadh airson Oifigearan Ùghdarras Ionadail, Sgiobaidhean Ceannardas Sgoile agus luchd-dreuchd seòmar-sgoile. Bu chòir a thoirt fa-near, ann an ionadan dà-chànanach gum faodadh uallach stiùiridh airson FMG a bhith aig ball den Sgioba Ceannardais nach eil fileanta sa Ghàidhlig. Feumaidh seo aire shònraichte.

2. Bu chòir trèanadh sònraichte a thoirt seachad airson ceannardas FMG air mar as urrainnear na buannachdan a bharrachd a thaobh cultar a thoirt gu buil agus mar a bhios feallsanachd na sgoile uile gu lèir a' taisbeanadh mar a tha buaidh mhath aig Cànan is Cultar na Gàidhlig air an sgoil, air a' choimhearsnachd ionadail agus air an sgìre ùghdarras ionadail.

3. Tha rannsachadh mu fhoghlam dà-chànanach a' sìor leantainn air adhart gu h-eadar-nàiseanta. Bu chòir CLPL a' buntainn ris na co-dhùnaidhean as ùire ann am foghlam dà-chànanach agus bogaidh a thoirt don roinn FMG gach bliadhna. Bu chòir seo togail air an t-solar a thathar a' lìbhrigeadh ann am Ciad Foghlam Luchd-teagaisg FMG agus a bhith air fhaicinn mar eileamaid riatanach ann am prògram CLPL nàiseanta sam bith. Leis gu bheil FMG sgapte air feadh na dùthcha, tha coltas ann gur e prògram de thachartasan bliadhnail agus/no co-labhairtean air-loidhne a bhiodh ann.

11.1 Tha earbsa gu leòr aig an luchd-ùidh uile, a' toirt a-steach clann, daoine òga, pàrantan agus luchd-cùraim, agus mar sin tha iad dha-rìribh an sàs ann a bhith a' dèanamh cho-dhùnaidhean.

Chan eilear ag aontachadh

11.2 Innsibh beachdan sam bith a th' agaibh mu mar as urrainnear earbsa agus dèanamh cho-dhùnaidhean a leasachadh.

Tha sinn air freagairt a thoirt do 11.1 bho shealladh FMG.

We have responded to 10.1 from the perspective of GME.

There are particular issues relating to professional learning and leadership relating to GME. These can be summarized as follows:

1. Leadership support and professional learning should clearly relate to both the GME and EME contexts. Specific Leadership training relating to expanding and developing the effectiveness of the GME Sector should be delivered for Local Authority Officers, School Senior Leadership Teams and classroom practitioners. It should be noted that in dual-language establishments leadership responsibility for GME might lie with an SLT member without fluency in Gaelic. This requires particular attention.

2. There should be particular training provided for GME leadership on how the advantages of cultural additionality can be fully realised and how the ethos of the school as a whole will showcase how the Gaelic Language and Culture positively impacts on the school, the local community and the local authority.

3. Research around bilingual education continues to develop internationally. CLPL relating to the latest findings in bilingual and immersion education should be provided for the GME sector on an annual basis. This should build on the provision being delivered in GME Initial Teacher Education and be seen as an essential element in any national CLPL programme. Given the dispersed nature of GME across the country, this is likely to be a programme of annual online events and/or conferences.

11.1 There is sufficient trust with all stakeholders, including children, young people, parents & carers, so they are genuinely involved in decision making.

Disagree

11.2 Please share any ideas you may have on how trust and decision making can be further improved.

We have responded to 11.1 from the perspective of GME.



Tha e riatanach gum bi beachdan phàrantan agus dhaoine òga agus cloinne air an cruinneachadh ann an dòigh eagarach taobh a-staigh agus tarsainn structar ùr na buidhne. Bu chòir do gach buidheann aithisg a dhèanamh gach bliadhna air fianais shoilleir mu cho-chomhairleachadh agus leasachadh air ìrean earbsa nas àirde. Bu chòir gluasadan nàiseanta timcheall air misneachd agus earbsa co-cheangailte ri prìomh luchd-ùidh a bhith air am measadh gu mionaideach aig ìre mhinistireil agus taobh a-staigh gach buidhne. Nuair a tha beachdan air an cruinneachadh bu chòir ceangal soilleir a stèidheachadh ri buaidh airson gum bi seo na chlach-oisinn ann a bhith a' leasachadh barrachd earbsa agus misneachd. Bidh dèanamh cinnteach gu bheil guthan phàrantan agus cloinne is daoine òga ann an FMG air an cluinntinn agus air èisteachd riutha, na eileamaid riatanach ann a bhith a' libhrigeadh leasachadh.

Dh'fhaodadh gum bi duilgheadasan sònraichte ann a thaobh misneachd agus earbsa a' buntainn ri pàrantan, clann agus daoine òga ann an àrd-sgoil FMG far a bheil dith soilleireachd ann mu thairgse Curraicealam Àrd-sgoile FMG. Feumar dèiligeadh ri seo sa bhad gus an tèid dealbhadh soilleir a dhèanamh mu bhith a' leasachadh Tairgse Curraicealam Àrd-sgoile FMG, anns gach Ùghdarras Ionadail.

Bu chòir leudachadh cothroim air FMG gu nàiseanta aig ìre Tràth-bhliadhnaichean, Bun-sgoile agus Àrd-sgoile a bhith air aontachadh gu sònraichte mar phrìomh amas nàiseanta. Bu chòir do gach aon de na buidhnean plana leasachaidh airson FMG fhoillseachadh gach bliadhna, a' toirt cunntas air na gnìomhan a nì iad gus an roinn FMG a leudachadh agus a leasachadh.

12.1 Tha àite cudromach aig sgrùdadh neo-eisimeileach ann an sgrùdadh agus measadh, adhartachadh leasachadh agus togail comais.

Ag aontachadh

12.2 Thoiribh seachad eisimpleirean air mar a bhiodh sibh airson sgrùdadh agus measadh a dhèanamh san àm ri teachd.

Mholadh am Bòrd gu làidir gum biodh tuigse shoilleir aig buidheann sgrùdaidh ùr gu bheil e ag obair taobh a-staigh siostam nàiseanta air a libhrigeadh tro Bheurla no Gàidhlig. Ma bhios fòcas cumhang air leasachadh a thomhas, bidh seo na chall. Mholadh sinn gun gabhadh a' bhuidheann ùr ris na prìomh phrionnsapalan a leanas:

It is essential that the views of parents and young people and children are gathered in a systematic way within and across the new agency structure. Clear evidence of consultation and the development of higher levels of trust should be annually reported by each agency. National trends around confidence and trust relating to key stakeholders should be rigorously evaluated at ministerial level and within each agency. When views are gathered a clear link to impact should be established, as this will be a cornerstone in developing greater trust and confidence. Ensuring that the voices of parents and children and young people in GME are heard and listened to, will be an essential element in delivering improvement.

There may be particular issues around confidence and trust relating to parents, children and young people in GME secondary where there is a lack of clarity around the GME Secondary Curriculum Offer. This requires immediate attention so that clear planning around improving the GME Secondary Curriculum Offer, in each Local Authority is delivered.

Extending the availability of GME nationally at Early Years, Primary and Secondary level should be specifically agreed as a key national aim. Each of the agencies should publish annually, a development plan for GME, detailing actions they will undertake to extend and develop the GME sector.

12.1 Independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity.

Agree

12.2 Please give examples of how you would like to see scrutiny and evaluation being carried out in future.

The Bòrd would strongly recommend that a new inspection agency has from the outset a clear understanding that it operates within a national system delivered through English or Gaelic. A narrow focus on measuring improvement will be a missed



1. Bidh a' bhuidheann ag obair le agus anns an t-siostam, ag adhartachadh agus a' leasachadh fèin-mheasadh.
2. Tha prìomh dhleastanas air a' bhuidhinn fiosrachadh mun chleachdadh as fheàrr a chomharrachadh agus a sgaoileadh.
3. Bidh a' bhuidheann ag ullachadh fiosrachadh nàiseanta gu cunbhalach air adhartas a' buntainn ri prìomh chuspairean. Bu chòir na cuspairean sin a bhith an-còmhnaidh a' buntainn ri gach cuid FMG agus FMB.
4. Bu chòir gum biodh uallach air a' bhuidhinn, a bhios a' sgrùdadh agus ag ath-bhreithneachadh air an t-siostam, leasachadh a bhrosnachadh. Ged a bhios sgrùdadh agus cruinneachadh fianais mu shoirbheachadh agus dùbhlain ann am foghlam mar aon de na gnìomhan aige, bu chòir lèirsinn fada nas àrd-mhiannaich a bhith aige na dìreach "tomhas" an t-siostaim. Bu chòir do threandan is cuspairean, a bhios a' bhuidheann ùr a' nochdadh, buaidh a thoirt air dealbhadh ro-innleachdail ann am buidhnean com-pàirteachais, ann an raointean leithid leasachadh ceannardais no oide-eòlas èifeachdach, mar eisimpleir. Bu chòir don h-uile buidheann an raointean-ùghdarras agus an dleastanasan innse gu soilleir agus sealltainn mar a bhios iad ag eadar-obrachadh le buidhnean com-pàirteachais gus prìomh amasan Foghlam na h-Alba a libhrigeadh. Bu chòir dealas làidir a bhith aig cridhe na buidheann sgrùdaidh ùir airson a bhith ag obair còmhla ri luchd-dreuchd agus luchd-ùidh gus leasachadh a libhrigeadh.
5. Bu chòir gach buidheann dealas a chur an cèill a thaobh dèanamh cinnteach gu bheil an dà chuid foghlam tro mheadhan na Gàidhlig agus tro mheadhan na Beurla a' faighinn taic iomchaidh.

13 Innsibh beachdan sam bith eile a th' agaibh air dreuchdan agus dleastanasan ann an siostam foghlaim na h-Alba.

Chan eil sinn air mòran buaidh fhaicinn air FMG bhon an t-siostam Co-obrachaidh air Leasachadh Roinneil (RIC). Tha solar FMG na phàirt de libhrigeadh seirbheis a h-uile RIC ach gu ruige seo chan eil mòran fianais ann gun deach dealbhadh agus libhrigeadh a leasachadh airson FMG tro bhith a' cruthachadh RICan. Mholadh am Bòrd gun deigheadh prionnsapal co-obrachadh eadar-ùghdarras a chumail ach gun tèid ath-sgrùdadh a dhèanamh sa bhad gus tuigse shoilleir a stèidheachadh anns gach RIC gu bheil foghlam air a libhrigeadh tro Ghàidhlig agus Beurla agus gu bheil a h-uile dealbhadh agus luachadh buaidh aig ìre RIC a' nochdadh gu soilleir leasachadh airson gach cuid FMG agus FMB.

Earrann 4 - A' cur buidheann an àite Ùghdarras Theisteanasan na h-Alba agus ag ath-leasachadh Foghlam Alba

opportunity. We would suggest that the new agency adopts the following key principles:

1. The agency works with and in the system, promoting and developing self-evaluation.
2. The agency has a key responsibility to identify and disseminate information on best practice.
3. The agency prepares regular national updates on progress relating to key themes. These themes should always relate to both GME and EME.
4. The agency, which scrutinizes and reviews the system, should have at its core a responsibility to promote improvement. Whilst scrutiny and evidence gathering around successes and challenges in education will be one of its functions, it should have a far greater vision than simply "measuring" the system. Trends and themes, which the new agency evidences, should impact seamlessly on strategic planning in partner agencies, in areas such as leadership development or effective pedagogy for example. All agencies should communicate clearly their remits and responsibilities and demonstrate how they interact with partner agencies to deliver the core aims of Scottish Education. The new inspection agency should have at its heart a firm, stated commitment to working together with practitioners and stakeholders to deliver improvement.
5. Across all agencies there should be a stated commitment to ensuring that both Gaelic-medium and English-medium education are appropriately supported.

13 Please share any additional comments on roles and responsibilities in Scotland's education system.

We have seen limited impact for GME in the Regional Improvement Collaborative system (RIC). Every RIC has GME provision as part of its service delivery but to date there is little evidence that planning and delivery has been improved for GME through the creation of RICs. The Bòrd would propose that the principle of inter-authority cooperation is maintained but that an urgent review is undertaken to establish a clear understanding in each RIC that education is delivered through Gaelic and English and that all planning and evaluation of impact at RIC level, clearly demonstrates improvement for both GME and EME.



14 Innsibh gu h-ìosal beachdan no molaidhean sam bith a th' agaibh mun ath-leasachadh seo a tha air a mholadh.

Saoilidh am Bòrd gum faodadh Buidheann Curraicealaim agus Measaidh, Buidheann Sgrùdaidh is Leasachaidh agus Buidheann Ghoireasan is Leasachadh Proifeasanta a dhol an àite an structair làithrich gu h-èifeachdach. Bidh e deatamach, mar a chaidh a ràdh tron fhreagairt seo, gun tèid structar ùr na buidhne a stèidheachadh leis na pàirtean a leanas:

1. Tha raon-ùghdarras soilleir aig gach buidheann, a chuireas iad an gnìomh le dealbhadh agus aithris bhliadhnail co-cheangailte.
2. Tha gach buidheann a' comharrachadh gu soilleir an tabhartas aca a dh'ionnsaigh amasan aontaichte Foghlam na h-Alba agus mar a bhios iad a' co-thìmeadh an obrach leis na buidhnean eile, gus am bi prògram leasachaidh agus taic aonaichte air a libhrigeadh gu h-èifeachdach
3. Tha tuigse aig gach buidheann bhon chiad dol a-mach gu bheil Alba a' libhrigeadh foghlam tro Ghàidhlig no Beurla agus is urrainn dhaibh sealltainn gu soilleir mar a tha iad a' toirt seachad leasachadh agus taic do gach cuid FMG agus FMB gach bliadhna.

Thuir sinn mu thràth gum moladh sinn Aithris Frèam-obrach aontaichte airson Curraicealam FMG a bheir taic do luchd-dreuchd thar gach ìre. Mholadh sinn gun deigheadh a' Chomhairle air Foghlam Gàidhlig aig Foghlam Alba a tha glè fheumail ath-sgrìobhadh ann an com-pàirteachas leis a' Bhòrd gus am bi aithris ùr mu Chomhairle Foghlam Gàidhlig a' toirt seachad stiùireadh ùr do na buidhnean ùra agus a h-uile duine a tha an sàs ann an FMG agus/no solar Gàidhlig mar Nuadh-chànan ann an solar tro mheadhan na Beurla.

Mholadh sinn gun deigheadh buidhnean ùra a chruthachadh le gnìomhan soilleir a rèir clàr-ama luath. Tha togradh airson atharrachadh a-nis a' dol am meud.

Tha a' cho-chomhairleachadh làithreach air fòcas glè èifeachdach a chur air raon farsaing de dh'ùidhean ann an cuid de phrìomh raointean ath-leasachaidh airson an t-siostaim. Bidh e cudromach a-nis cothromachadh a dhèanamh eadar a' mhiann a tha a' sìor fhàs airson atharrachadh agus ath-leasachadh le loidhne-tìm reusanta airson structaran proifeasanta ùra.

Section 4 – Replacing the Scottish Qualifications Authority and reforming Education Scotland

14 Please share any comments or suggestions you have on this proposed reform below.

The Bòrd would envisage that a Curriculum and Assessment Agency, a Scrutiny and Development Agency and a Resourcing and Professional Development Agency could effectively replace the current structure. It will be crucial, as stated throughout this return, that the new agency structure is launched with the following components:

1. Each agency has a clear remit, which it will implement with associated annual planning and reporting.
2. Each agency identifies clearly both its contribution towards the agreed aims of Scottish Education and how it synchronises its work with the other agencies, so that a unified development and support programme is effectively delivered
3. Each agency has an understanding from the outset that Scotland delivers education through Gaelic or English and can demonstrate clearly how it provides development and support for both GME and EME on an annual basis.

We have already indicated that we recommend there is an agreed Framework Statement for the GME Curriculum which supports practitioners across all stages. We would recommend that Education Scotland's very useful Advice on Gaelic Education is revised in partnership with the Bòrd so that a new Advice on Gaelic Education statement provides updated guidance for the new agencies and everyone engaged in GME and/or provision of Gaelic as a Modern Language in English-medium provision.

We would suggest that new agencies are created with clear functions according to a relatively swift timetable. Momentum for change is now developing.

The current consultation has very effectively focused a wide range of interests on some key aspects of reform for the system. It will be important now to balance the growing desire for change and reform



Bu chòir clàr-ama soilleir airson diofar phàirtean den structar a chur air bhog fhoillseachadh le aonta mu libhrigeadh leantainneach agus eadar-amail fhad 's a bhios buidhnean ùra gan stèidheachadh. Feumar ceannas co-leantail each a libhrigeadh aig an ìre seo gus am bi am pròiseas cruthachadh bhuidhnean cho rèidh agus cho sgiobalta sa ghabhas.

Bu chòir cunnartan co-cheangailte ri dìth luaths no cus cabhaig sam bith a bhith air am fuasgladh le clàr-ama soilleir agus ceannardas colaisteach èifeachdach eadar na sgiobaidhean buidhne ùra.

Faodar cunnartan co-cheangailte ri gainnead fiosrachaidh mu atharrachadh agus mì-chinnt san t-siostam a sheachnadh le aithris nàiseanta soilleir, aontaichte airson Foghlam na h-Alba le soilleireachd a thaobh gach gnìomh aig gach buidheann agus mar a bhios gach buidheann, ann an com-pàirteachas, a' cur ris an lèirsinn aontaichte. nàiseanta. Bu chòir an clàr-ama a bhith poblach agus bu chòir cumail ris gu dian gus am bi misneachd air a thogail, agus gus mì-chinnt sam bith a lùghdachadh.

Bu chòir cunnartan gum bi an t-ath-leasachadh "air a sparradh" air an t-siostam a lùghdachadh le co-obrachadh leantainneach leis an luchd-ùidh uile agus soilleireachd a thaobh far an tèid co-chomhairle a chumail agus mar a bheir toraidhean co-chomhairleachaidh buaidh air co-dhùnaidhean às dèidh sin.

15 Innsibh beachdan no molaidhean sam bith a th' agaibh air mar a dh'fhaodadh gnìomhan a tha aig Foghlam Alba an-dràsta ath-leasachadh.

Tha e riatanach gum bi soilleireachd ann an toiseach mu obair gach buidhne agus mar a bhios iad ag obair còmhla. Mholadh sinn gum biodh buidheann libhrigidh Ghoireasan agus CLPL mar thoradh air ath-eagrachadh Foghlam Alba (còmhla ri buidheann "sgrùdaidh" air leth). Tha e deatamach gum bi tuigse làidir aig a' bhuidhinn ùir seo gu bheil e a' libhrigeadh a dh-leastanasan an dà chuid ann an co-theacsa FMG agus FMB. Bidh seo a' gabhail a-steach obair com-pàirteachais sònraichte le buidhnean nàiseanta eile leithid Stòrlann Nàiseanta, Bòrd na Gàidhlig agus solar Foghlam Àrd-ìre le eòlas sònraichte air FMG agus foghlam bogaidh.

Bu chòir gnìomhan a' buntainn ri stòrasan is CLPL a bhith air an cur an cèill gu soilleir airson na buidhne, ach cuideachd bu

with a realistic timeline for new professional structures.

A clear timetable for the launching of various parts of the structure should be published with agreement on residual and interim deliveries whilst new agencies are set up. Coherent leadership in this building phase must be delivered so that the sequence of agency creation is as smooth and timely as possible.

Risks relating to any perceived lack of pace or too much haste should be resolved by the provision of clear timetabling and effective collegiate leadership between the new agency teams.

Risks relating to too little information being available on change and uncertainty in the system can be resolved through establishing a clear, agreed national statement for Scottish Education with clarity around both the functions of each agency and how each agency contributes, in partnership, to the national agreed vision. The timetable should be public and strenuously adhered to so that confidence is built, and potential uncertainty minimized.

Risks that the reform is "done to" the system should be minimized by ongoing collaboration with all interested parties and clarity around where consultation will take place and how the outcomes from consultation impact on subsequent decision-making.

15 Please share any comments or suggestions you have on how the functions currently housed in Education Scotland could be reformed.

It is essential that there is initial clarity around the functions of each agency and how they will work together. We would suggest that a Resource and CLPL delivering agency would be the product from a re-organisation of Education Scotland (along with a discrete "scrutiny" agency). It is essential that this new agency has a firm understanding that it delivers its functions in both the GME and the EME context. This will entail specific partnership working with other national agencies such as Stòrlann Nàiseanta, Bòrd na Gàidhlig and Higher Education provision with particular expertise around GME and immersion education.



chòir innse gu soilleir far am faodadh gnìomhan a thaobh stòrasan agus CLPL a bhith na dhleastanas aig buidheann eile m.e. Buidheann Curraicealaim agus Measaidh. Bu chòir do obair chom-pàirteachais thar frèam-obrach nam buidhnean dèanamh cinnteach gu bheil libhrigeadh sònraichte air a thuigsinn gu farsaing. A bharrachd air sin, bu chòir tabhartasan nam buidhnean air fad a bhith air am mìneachadh gu soilleir agus air an ceangal ris an tuigse nàiseanta de na tha Foghlam na h-Alba a' feuchainn ri thoirt seachad.

Uile gu lèir, bu chòir fòcas soilleir a bhith aig a' bhuidhinn ùir air a' churraicealam agus mar as urrainnear a libhrigeadh ann an dòigh nas èifeachdaiche. Bho thùs feumar ath-bhreithneachadh cuimsichte, coileanta le clàr-ama na chois a dhèanamh air tairgse Curraicealam Àrd-sgoile FMG agus feumar comhairle nàiseanta agus CLPL a thoirt seachad air mar as urrainnear leasachadh a libhrigeadh.

Mar a tha sinn air a mholadh mar-thà bu chòir don bhuidhinn ùir, a bhios a' gabhail thairis uallach Foghlam Alba, a dhol an sàs ann an ath-bhreithneachadh tràth air Comhairle air Foghlam Gàidhlig agus seo a cho-thìmeadh le ath-bhreithneachadh sam bith air an Stiùireadh Reachdail.

Bu chòir tuilleadh beachdachaidh a dhèanamh sa bhad air mar a tha Gàidhlig mar Nuadh-chànan air a libhrigeadh taobh a-staigh sgoiltean tro mheadhan na Beurla gus am bi prògram nàiseanta de stòrasan agus trèanadh a' toirt taic do chothrom nas fharsainge air a' chànan airson clann agus daoine òga air feadh na h-Alba.

Bu chòir don h-uile buidheann sealltainn gu soilleir mar a choileanas iad an dleastanasan airson Plana Nàiseanta na Gàidhlig. Bu chòir Plana Gàidhlig a bhith aca uile bhon toiseach, a bhios a' togail air na geallaidhean anns na Planaichean Gàidhlig aig na buidhnean a tha ann an-dràsta.

16 Innsibh gu h-ìosal beachdan no molaidhean sam bith a th' agaibh mun ath-leasachadh seo a tha air a mholadh.

Mar a chaidh a mhìneachadh anns an fhreagairt againn air ath-eagrachadh Foghlam na h-Alba, mholadh sinn gun deigheadh Buidheann Curraicealaim agus Measaidh ùr a stèidheachadh le raon-ùghdarras airson an dà chuid FMG agus FMB agus le tuigse shoilleir air mar a tha e a' cur ri ar amasan foghlaim nàiseanta.

Resourcing and CLPL functions should be clearly articulated for the agency, but also clear indications should be given as to where resourcing and CLPL functions might also reside within another agency e.g. a Curriculum and Assessment Agency. Cohesive partnership working across the framework of agencies should ensure that specific delivery is widely understood. In addition, the cumulative contributions from all the agencies should be clearly outlined and linked to the national understanding of what Scottish Education seeks to provide.

Overall, the new agency should have a clear focus on the curriculum and how it can be delivered more effectively. From the outset there requires to be a focused, timetabled and comprehensive review of the GME Secondary Curriculum offer and provision of national advice and CLPL on how improvement can be delivered.

As we have already suggested the new agency, which takes over the residual responsibility of Education Scotland, should engage in an early review of Advice on Gaelic Education and synchronise this with any review of the Statutory Guidance.

Further consideration of how Gaelic as a Modern Language is delivered within English-medium schools should take place urgently so that a national programme of resourcing and training supports wider access to the language for children and young people across Scotland.

All agencies should demonstrate clearly how they deliver their responsibilities for the National Plan for Gaelic. They should all have in place a Gaelic Language Plan from the outset, which builds on the commitments in the Gaelic Language Plans for the current agencies.

16 Please share any comments or suggestions you have on this proposed reform below.

As outlined in our response to the reorganization of Education Scotland, we would advocate that a new Curriculum and Assessment Agency is established with a remit for both GME and EME and with a clear



Tha sinn ag aontachadh gum faodadh e a bhith na cheum adhartach a bhith a' ceangal measadh ri teisteanas. Bu chòir na cunnartan a th' ann an-dràsta gu bheil dìth leantail eachd eadar Foghlam Farsaing Coitcheann agus Ceann Shuas na h-Àrd-sgoile agus sgaradh eadar an curraicealam agus measadh is teisteanas a lùghdachadh le bhith a' cruthachadh buidheann aig a bheil sàr-mhathas ann am measadh na phrìomh dhleastanas, le teisteanas air fhaicinn mar dhearbhadh air a' chleachdadh sin. Bho thùs bidh raon-ùghdarras aig gach buidheann ùr a bhith a' lìbhrigeadh an dà chuid airson FMG agus FMB agus mar thoradh air sin bu chòir dhaibh ath-bhreithneachadh coileanta a thòiseachadh air solar FMG agus dealbhadh bliadhnaile soilleir a lìbhrigeadh airson leudachadh air an raon chothroman gus teisteanasan fhaighinn tro mheadhan na Gàidhlig. A bharrachd air sin, ann an com-pàirteachas leis a' Bhòrd, bu chòir lèirmheas air comhairle làithreach a thaobh Measadh ann am FMG a ghabhail os làimh agus comhairle nàiseanta iomlan a thoirt seachad thar gach ìre.

17 Innsibh gu h-ìosal beachdan no molaidhean sam bith a th' agaibh mun ath-leasachadh seo a tha air a mholadh.

Is e Plana Nàiseanta na Gàidhlig an co-theacsa nàiseanta airson leasachadh FMG, solar Gàidhlig mar Nuadh-chànan agus Gàidhlig san fharsaingeachd.

Tha raon farsaing de dhleastanasan aig buidhnean foghlaim nàiseanta agus ùghdarrasan ionadail a' buntainn ri Plana Nàiseanta na Gàidhlig. Mar thoradh air sin, bu chòir na structaran ùra a bhith ag obair gu dlùth a rèir amasan is cinn-uidhe Plana Nàiseanta na Gàidhlig agus ann am Planaichean Gàidhlig fa leth bu chòir do gach buidheann na prìomh thabhartasan ro-innleachdail aca fhèin a chomharrachadh airson am Plana Nàiseanta a lìbhrigeadh. Is e Bòrd na Gàidhlig a' bhuidheann phoblach neo-roinneil, a bheir seachad taic agus comhairle phroifeasanta do bhuidhnean agus Ùghdarrasan Ionadail gus dèanamh cinnteach gu bheil leasachaidhean air an lìbhrigeadh gu h-èifeachdach.

Bu chòir ro-innleachd conaltraidh farsaing a leasachadh gus am bi lìbhrigeadh iomlan nan structaran ùra air a thuigsinn gu farsaing agus gus am bi luchd-ùidh agus luchd-dreuchd anns gach cuid roinnean FMG agus FMB a' tuigsinn ciamar agus cuin a tha atharrachadh a' tachairt.

Tha sinn toilichte gu bheil còirichean cànanach air an toirt a-steach don UNCRC agus gu bheil gèilleadh ris na prionnsapalan bunaiteach sa Chunnradh a' dol am meud. Tha sinn a' toirt fa-near an raon farsaing de dh'artaigilean a tha a'

understanding of how it contributes to our national educational aims.

We agree that linking assessment to qualification is a potentially progressive step. The current risks that there is dislocation in the BGE and Senior Phase and a separation between curriculum and assessment and qualification should be minimized by creating an agency whose core function is excellence in assessment practice with qualification seen as the validation of that practice. From the outset each new agency will have a remit to deliver for both GME and EME and as a consequence should initiate a comprehensive review of provision for GME and deliver clear annual planning for extending the range of opportunities to achieve qualifications through the medium of Gaelic. In addition, in partnership with the Bòrd, a review of current advice regarding Assessment in GME should be undertaken and comprehensive national advice provided across all levels.

17 Please share any comments or suggestions you have on this proposed reform below.

The National Plan for Gaelic is the national context for developing improvement for GME, provision of Gaelic as a Modern Language and Gaelic in general.

National Education agencies and Local Authorities have a wide range of responsibilities relating to the National Plan for Gaelic. Consequently, the new structures should be attuned closely to the aims and objectives of the National Plan for Gaelic and in individual Gaelic Language Plans each agency should identify its own key strategic contributions to delivering the National Plan. Bòrd na Gàidhlig is the Non-departmental Public Body, which will provide agencies and Local Authorities with support and professional advice to ensure that developments are delivered effectively.

A comprehensive communication strategy should be developed so that the overall delivery of the new structures is understood widely and that stakeholders and practitioners in both the GME and EME sectors understand how and when change is taking place.



<p>buntainn ri còirichean cloinne le Gàidhlig agus an teaghlaichean agus mholadh sinn gu làidir gum biodh siostam Foghlaim na h-Alba a’ sealltainn gu for-ghnìomhach mar a tha e a’ lìbhrigeadh a’ Chunnraidh airson clann is daoine òga ann am FMG. Am measg nan artaigilean as cudromaich bu toil leinn na leanas a thogail:</p> <p>Artaigil 4 agus còraichean cultarach Artaigil 8 agus dearbh-aithne Artaigil 17 agus feumalachdan cànanach Artaigil 29 agus spèis do dhearbh-aithne cultarach agus cànan Artaigil 30 agus cultar dùthchasach Artaigil 31 beatha chultarach agus na h-ealain</p> <p>Thug sinn fa-near mar-thà cho cudromach ‘s a tha e a bhith ag èisteachd ri agus a’ cur an gnìomh beachdan phàrantan agus cloinne is dhaoine òga ann am FMG ach bu mhath leinn daingneachadh gum bi seo na eileamaid riatanach ann an ro-innleachd sam bith gus solar FMG a leasachadh.</p>	<p>We note positively the inclusion of linguistic rights in the UNCRC and the widening of adherence to the fundamental principles enshrined in the Convention. We note the wide range of articles, which relate to the rights of Gaelic-speaking children and their families and would recommend strongly that the Scottish Education system proactively demonstrates how it delivers the Convention for children and young people in GME. Amongst the Articles which are most important, we would note the following:</p> <p>Article 4 and cultural rights Article 8 and identity Article 17 and linguistic needs Article 29 and respect for cultural identity and language Article 30 and indigenous culture Article 31 cultural life and the arts</p> <p>We have noted already the importance of listening to and acting on the views of parents and children and young people in GME but would take this further opportunity to stress that this will be an essential element in any strategy to improve and develop GME provision.</p>
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